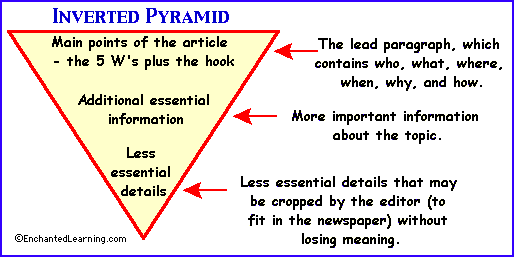
**Newspapers**  
**Publisher**- the owner of the newspaper  
**Editor**- in charge of the content  
**Reporter**- research and write articles, sometimes specialize in a topic such as sports, international, or government  
**Structure of a newspaper**:  
**Headline-** large print, very catchy, usually short, maybe a play on words, or repetitive letter sounds.  
**Byline**- author’s name; not always included  
**Lead**- interesting “hook” that includes all 5 W’s (who, what, where, when, why) and How; 2 sentences.  
**Facts only**- no opinions  
**Captions**- under every picture, catch and to the point  
**Inverted pyramid** form of a newspaper article-



**Assignment #1**

Find two news articles that interest you in a newspaper or on a news website. Read only the first paragraph. Complete the sheet “Just the Facts” to see if the author included all the 5 W’s in his/her lead. Whatever they did not include, write N/A. Hand in. /10

**Assignment #2**

**In a Flash, her life changed p. 40-45**  
p. 40 Chart /6  
p. 44 Part B all /6  
p. 45 Part C all /8  
p.45 Part D #1-6 /6

**Assignment #3**

**Community Views p. 46-48**  
  
**p. 46** Write 2 catchy headlines for each photo. Be sure to use capitals. The second picture is a tornado touching down. **/4**  
p. 47 Part A /4  
**p. 47 Part B #1-6** Read the directions. Write a newspaper article, according to requirements, but don't do it about "In a flash, her life changed". Use one of the pictures on p. 46 that you wrote a headline for and make up an article.

**Newspaper Article (Community Views)**  
/1 Catchy Headline  
/1 Byline  
/5 Lead with 5 W’s  
/5 Body with 5 details  
/2 Conventions  
Total /14

**Persuasive Essay**

**Thesis** statements include:  
1. Topic  
2. Your opinion  
3. Your reasons (preview of the rest of your essay)

Thesis statements must be **arguable or debatable**. They are opinions that are supported, but somebody else could have a different opinion with its own support.   
  
Explanation:  
[Thesis video explanation](http://www.youtube.com/watch?v=5HePQWodWiQ%20)  
<http://www.youtube.com/watch?v=5HePQWodWiQ>

Example Thesis for my persuasive essay:

**Phantom Lake** is a hidden jewel that can be redeveloped to become a major tourist attraction in northern Manitoba. The area, though deteriorating due to lack of maintenance, is **already cleared and in existence**, so a new developer would not have to start from the beginning. The area is **large, with many natural assets** including a lake, rocks, forest, parking and camping space. In addition, Phantom Lake, though in Saskatchewan, is owned by a company in Manitoba and borders both provinces. Therefore, it is likely **eligible for grants and funding from both provinces**. So, despite being neglected over the last 30 years, with lots of money, and a great deal of volunteer elbow grease, Phantom Lake can again become what it once was, and more.

Harry Potter examples:  
[Harry Potter Thesis examples](http://www.youtube.com/watch?v=ltk-hxcpc4g)  
<http://www.youtube.com/watch?v=ltk-hxcpc4g>

**A letter to the editor in the local paper is always somebody’s opinion and often a mini persuasive essay, where a local citizen is trying to persuade others to agree with his belief. Therefore, we are combining the persuasive essay with a letter to the editor.**

**Letter to the Editor format:**

***Dear Editor,***

***Introductory Paragraph providing opinion, and a preview of your reasons (thesis).***

***Second paragraph giving first reason for your opinion with support/proof/evidence.***

***Third paragraph giving second reason for your opinion with support/proof/evidence***

***Fourth paragraph giving third reason for your opinion with support/proof/evidence,***

***Closing paragraph summarizing your opinion and reasons and calling for action***

***Closing phrase such as “Respectfully,”***

***Signature***

**Note: Letters to the editor are not always this long. They may have just 3 paragraphs, introductory, detailed support, closing. But because we are combining it with a persuasive essay, you will be writing 5 paragraphs.**

**Note:** Each paragraph, after the first, needs to start with a **transition word**, such as “first”, “nevertheless”. It is followed by a topic sentence (your reason), at least 3 support/examples/expansion, and a closing sentence that makes it sound like you’re are finished with that reason and moving on.

**Assignment #1- Word Power p. 107-110**  
p. 108 Part A /7  
Part B #2 /1  
p. 110 Part E Read the entire page before filling in the blanks. Be careful because not all transitions are interchangeable. They have to make sense in their context. #1 /8 #2 /4

**Assignment #2** Persuasive essay/letter to editor assignment;

Chose a community, country or world issue about which you have a strong opinion. Write a persuasive letter to the editor, expressing your opinion to the Reminder. Follow instructions provided in Word Power and the ones written on the previous page. Be sure to use letter format, formal language, and write about something you truly care about.

1. Choose a topic. Narrow it down if you have to. (For example “Phantom Lake” is too broad, so I narrowed it to “Phantom Lake could be restored”.)  
2. Have an opinion on the topic.  
3. Think of 3 reasons for your opinion.  
4. Think of 3 examples, proof, or explanations for each of your 3 reasons.

5. Complete the persuasive essay outline- prewriting handout. or use this link and print it.  
[Persuasive Essay Map](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)  
<http://www.readwritethink.org/files/resources/interactives/persuasion_map/>

**Persuasive essay ideas:**  
school uniforms  
chores at home  
high school students and jobs  
foreign travel  
cell phones  
competition/steroids  
Flin Flon/Creighton issues  
helmets  
music  
Here is site for some interesting topics:  
[Persuasive Essay Ideas](http://custom-writing.org/blog/writing-tips/31.html) <http://custom-writing.org/blog/writing-tips/31.html>   
  
**PERSUASIVE ESSAY/LETTER TO THE EDITOR RUBRIC- 5 PARAGRAPHS, WITH THESIS**

**/10 Persuasive Essay Map**

/1 Catchy Title

/1 indented each paragraph

/1 used a transition word at the beginning of each paragraph (except the first)

/3 conventions (spelling, capitals, punctuation)

**Introductory paragraph**

/4 Includes Thesis statement (topic, opinion, preview of 3 arguments)

/1 Includes another introductory sentence either before or after the thesis statement

**Expansion paragraphs**

/5 First argument (topic sentence, at least 3 supporting sentences, closing sentence)

/5 Second argument (topic sentence, at least 3 supporting sentences, closing sentence)

/5 Third argument (topic sentence, at least 3 supporting sentences, closing sentence)

**Conclusion paragraph**

/5 review thesis and 3 arguments, closing sentence, possibly a call to action

Total /47

**Transition Words**

Words that can be used to show **location**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| above | behind | by | near | throughout |
| across | below | down | off | to the right |
| against | beneath | in back of | onto | under |
| along | beside | in front of | on top of |  |
| among | between | inside | outside |  |
| around | beyond | into | over |  |

Words that can be used to show **time**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| while | first | meanwhile | soon | then |
| after | second | today | later | next |
| at | third | tomorrow | afterward | as soon as |
| before | now | next week | about | when suddenly |
| during | until | yesterday | finally |  |

Word that can be used to **compare** two things:

|  |  |  |  |
| --- | --- | --- | --- |
| likewise | also | while | in the same way |
| like | as | similarly |  |

Words that can be used to **contrast** two things:

|  |  |  |  |
| --- | --- | --- | --- |
| but | still | although | on the other hand |
| however | yet | otherwise | even though |

Words that can be used to **emphasize a point**:

|  |  |  |  |
| --- | --- | --- | --- |
| again | truly | especially | for this reason |
| to repeat | in fact | to emphasize |  |

Words that can be used to **conclude or summarize**:

|  |  |  |  |
| --- | --- | --- | --- |
| finally | as a result | to sum up | in conclusion |
| lastly | therefore | all in all | because |

Words that can be used to **add information**:

|  |  |  |  |
| --- | --- | --- | --- |
| again | another | for instance | for example |
| also | and | moreover | additionally |
| as well | besides | along with | other |
| next | finally | in addition |  |

Words that can be used to **clarify**:

|  |  |  |
| --- | --- | --- |
| that is | for instance | in other words |

**Notetaking/Summarizing Strategies**

**Youth today, with the convenience of the computer, can easily cut and paste information when they are researching. However, plaigarism is still illegal and every educational institution and teacher has access to plaigarism checkers and can identify it easily. So, the skill of proper note-taking is still essential.**  
**Here is a link to some notetaking tips.**

One strategy for improving reading comprehension is to write summaries. Summaries function to reduce the amount of information to be remembered and to organize the information in a way that aids understanding and remembering. Four rules of summary writing are as follows.

* Collapse lists.
  + If you see a list of things, try to think of a word or phrase as a name for the whole list.
  + For example, if you saw a list like eyes, ears, neck, arms and legs, you could substitute 'body parts.' Or if you saw a list like ice skating, skiing and sledding, you could use 'winter sports.'
* Use topic sentences.
  + Often authors write a sentence that summarizes a whole paragraph. It is called a topic sentence or a main idea.
  + If the author gives you one, you can use it in your summary.
  + Some paragraphs do not have explicit topic sentences or main ideas. You may have to invent one for your summary.
* Get rid of unnecessary detail.
  + Some text information can be repeated in a passage. The same thing can be said in a number of different ways, all in the same passage.
  + Other text information can be unimportant or trivial.
  + Since summaries are meant to be short, you should delete trivia and redundancies.
* Collapse paragraphs.
  + Paragraphs are often related to one another.
  + Some paragraphs explain one or more other paragraphs. Other paragraphs just expand on information presented in previous paragraphs. Some are more necessary or important than others.
  + Decide which paragraphs should be kept, which can be deleted and which can be joined with others.

Five steps of summary writing are provided below.

1. Make sure you understand the text.
   * Ask yourself, 'What was this text about?' and 'What did the author say?'
   * Try to say the general theme to yourself before you begin to summarize the text.
2. Look back.
   * Reread the text to make sure you got the general theme right.
   * Also reread to make certain that you really understand what the important parts of the text are.
   * Star or mark the important parts of the text.
   * Now use the four specific rules for writing a summary.
3. Rethink.
   * Reread a paragraph of the text.
   * Try to say the theme of that paragraph to yourself.
   * Is the theme a topic sentence? (Main idea?) Have you marked it?
   * Or is the topic sentence missing? If it is missing, have you written one, in the margin, for example?
4. Check and double check.
   * Did you leave in any lists? Make sure you don't list things out in your summary.
   * Did you repeat yourself? Make sure you didn't.
   * Did you skip anything important?
5. Polish the summary.
   * When a lot of information is reduced from an original passage, the resulting concentrated information often sounds very unnatural. Fix this problem and create a more natural- sounding summary.
   * Adjustments may include but are not limited to: paraphrasing, insertion of connecting words like 'and' or 'because,' and the insertion of introductory or closing statements.
   * Paraphrasing is especially useful here, for two reasons: It improves your ability to remember the material and it avoids using the author's words, otherwise known as plagiarism

**In other words:**  
**1. Use point form**  
**2. Use only 1-5 words in each point**  
**3. Read one paragraph at a time**  
**4. At the end of each paragraph, stop and reflect about what the main idea of that paragraph was. Usually it is stated clearly in the topic sentence. Put the main idea in a short point form phrase**  
**5. Go on to the next paragraph, and each one after, until you are done. You should only have 1 point per paragraph, unless there is something really, really important.**  
**6. Close your book, internet, or whatever your source is.**  
**7. Using only your own notes, put them back into sentences without looking back at your source.**  
  
There are lots of note-taking shorthand symbols, sort of standardized, but you can make up your own, too, as long as you remember them. Here's just one link to a sheet of shorthand symbols:  
[Shorthand symbols](http://www.port.ac.uk/departments/studentsupport/ask/resources/handouts/referencingandcitation/filetodownload,75420,en.pdf)  
<http://www.port.ac.uk/departments/studentsupport/ask/resources/handouts/referencingandcitation/filetodownload,75420,en.pdf>   
  
  
An example of proper note-taking is below:  
  
[YESS Youth Shelter Organization](http://www.yess.org/#about_2)  
  
Here is the first page of their "Need Help?" section called "Shelter Program". Below it, are the notes I would take from their information and below that is a new paragraph in my own words to cover their main points.

**‍Shelter Program**

When a young person comes through our doors, our first concern is for their immediate well-being. Do they have a place to sleep that night? Are they hungry? If it’s raining, snowing, or thirty below, do they have warm clothes? What about some clean socks and a shower?  
These issues are addressed through our Overnight Shelter program. Youth can access the Shelter Program one night at a time. We make sure they’re safe, warm, and have a hot meal. In the morning, they have access to showers, clean clothes, and breakfast. When they leave, they have a bagged lunch and a bus ticket, if necessary, to help them get to school or other appointments. We also provide transportation for kids who want to spend the day at the [Armoury Youth Centre](http://yess.org/need-help/armoury-youth-centre).  
Of course, these are just the basics of the program. Staff assess each youth’s circumstances and needs. They may make referrals to other programs, or contact Human Services if necessary. The important thing is to get them off the street for the night—and get them talking. There are resources for youth in Edmonton, and we help our kids find them.  
It’s important to understand, though, that we don’t force anyone to do anything. The desire to make changes in their lives has to come from the kids themselves. We’re here for them, and we offer a safe, supportive place filled with people who want to help. All these young people need to do is ask.  
**Facts and Stats:**

* Program offers 18 beds on a first-come, first-served basis
* Designed for youth aged 15 to 18, inclusive
* Intakes begin at 9 pm, 365 days a year
* Wake-up time is 6:45 am, all youth leave for the day by 9 am
* Intakes are for one night only, but youth can return as often as they need to
* Youth can lock up their belongings for the night (personal items are not stored on long-term basis)
* Over 500 youth access the shelter every year (some only for a night or two, others consistently)

**My notes on the above information:**

* overnight
* cleaned and fed
* lunch and transportation
* referrals to other programs
* don't force change
* supportive
* 15-18 years old
* 9 pm-9am
* safe and secure

**My informational paragraph (summary) that I will use in my advertisement:**  
Yess is a safe and secure overnight shelter for youth ages 15-18. It is open from 9pm to 9am. While there, you will be fed and able to shower and wash clothes. You also have someone to talk to who won't force you to change but will be supportive and refer you to other programs that might help. On your way out in the morning you will be given a bag lunch and transportation to where you want to go.  
  
Your turn:  
**Assignment #1**

View this video on youtube: [Can You Spare a Dime? Depression era video](http://www.youtube.com/watch?v=eih67rlGNhU)

<http://www.youtube.com/watch?v=eih67rlGNhU>

Think about what it would be like to be homeless? Do you know anyone who is homeless? Or very poor? What do you think their days and nights are like? Could you do it? Do you know that since the recession in 2008 to the present, many families that were previously middle class, like much of Flin Flon, became homeless, living out of their cars? This is not just a thing of the past. It is happening now, even in Flin Flon.

**Can You Spare a Home p. 69-72**  
p. 69-71 Read, and do the questions #1 and #2 on p. 69  
p. 72 Part A #1, 2 /8  
p. 72 Part B /15 Be sure to actually research an organization, take your own notes, and remember what makes an effective advertisement. It could be for an organization that helps street kids in Flin Flon, Winnipeg, anywhere else. You are not allowed to just copy and paste information from the organization’s website. You must use their website to take notes, which will be handed in with your ad.

**Take notes properly, as this is the focus of this lesson. Then create an advertisement by summarizing your notes. Be sure to include the organization's contact information. You MUST include the notes that you took, when you hand in your final copy.**

**Can You Spare a Home- Original Advertisement Rubric**  
/2 bold image  
/2 bright or appropriate colours for message/audience/mood  
/2 no/little white space  
/2 text- size and font, not too much  
/5 information- main points only, not plagiarized, contact information  
/1 effort into design and appeal for audience  
/1 conventions (spelling, etc.)  
Total /15

**Formal Speech**

**Whether you like it or not, you will need to write and deliver a formal speech sometime in your life, usually starting in your late teens or twenties. These could include a toast to the parents, peers, teacher or even a valedictorian speech at grad. You could be a master of ceremonies at a wedding, or make a toast to the bride or groom. It could be a eulogy at a friend’s funeral or a presentation at work. A formal speech uses different strategies than a casual speech or presentation you might perform in a classroom.**

Strategies:

High level of diction- specific word choices, complex sentences, clear organization. Example: “a unique and precious human being” instead of “a good guy”.

Rhetorical questions- ask questions that really don’t need to be answered because the answer is obvious. Example: “Do you want me to clean my room?”

Emotional language- make it personal, use of thoughts, feelings, how your topic affects you personally, and the audience. Example: “You have influenced my life in countless ways.”

Repetition- of words or phrases, to emphasis a specific point or idea, to create organization, to appeal emotionally, to create flow and cohesion of the content

Quotes- of people or sources who know your topic thoroughly, to create credibility, to support your opinions, to prove your statements

Watch this fantastic video of a formal speech that Severn Suzuki gave to the United Nations at age 13. She uses all of the above strategies. See if you can identify them.

<http://www.youtube.com/watch?v=TQmz6Rbpnu0>

**Assignment #1**

**Keep Faith With Nature p. 82-87**  
During Reading #1, 2a,b /8

Part A p. 86 #1,2,3 /6  
Part B p. 86 #1,2,3 /8  
Part D /10  
  
**Assignment #2**

Write a formal speech. Topic: The most significant person in my life or a Valedictorian speech.  
It must be 1 typed page or two written pages long. As in our discussion and example in class, include rhetorical questions, emotional language, repetition, and quotes for proof or support of your topic/opinion.  
If you are really passionate about another topic, see me or e-mail me and I will let you know.

This is how you will be marked:  
/6 Writing Variables  
/1 Catchy Title  
/2 Level of language (words choice, complex sentences, etc0  
/2 Voice- passion, energy, emotion  
/3 content is meaningful, clear message, follows your variables for your purpose and audience  
/2 conventions  
/1 appropriate length  
Total /20

**Research**

Research includes posing questions, finding sources, citing sources, taking notes, and summarizing the notes in an organized manner.

Finding sources- most likely the internet, but depending on your topic, you may know someone that you could interview, or even look in books, magazines, documentaries and many other sources.

Citing sources- no matter what your sources are, it is illegal to pass the information off as your own, so you need to cite sources properly in a bibliography. In FFSD we use APA format. Be sure you follow it precisely, including the proper capitalization and punctuation, for each of your sources.

Note-taking and summarizing was covered in an earlier lesson. Just be sure you don’t plagiarize.

**APA Method of Citing sources:**

Here are a few example formats. There are many more. If you use something other than a webpage or book, go to the following website to find out the proper way to cite the source. In the assignment, it will be marked for accuracy. In all of them, notice that the first line is against the margin of the paper but the second and all following lines are indented.

<http://owl.english.purdue.edu/owl/resource/560/01/>

**Webpage:**

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy. If there is a page like http://www.somesite.com/somepage.htm, and somepage.htm doesn't have the information you're looking for, move up the URL to http://www.somesite.com/):

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from http://Web address

Example for a webpage:

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). General format. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/

**Online news article:**

Author, A. A. (Year, Month Day). Title of article. Title of Newspaper. Retrieved from   
http://www.someaddress.com/full/url/

**For a book:**

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

**Edited book with no author:**

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). Consequences of growing up poor. New York, NY: Russell Sage Foundation.

**Assignment #1**

**Saving Sharks p. 112-119**  
p. 112 web /3  
p. 117 Part A /8  
Part B /8  
p. 118 Part C Research #1-4 /6  
p. 119 Part D Creating a Brochure or Pamphlet /25   
p. 119 Part E Sentence Fragments- rewrite the sentence fragments in #2 on loose leaf /6

**Assignment #2**

Informational Research Writing- research shark slaughter, or some other animal rights "slaughter" current issue, such as the seal slaughter in Canada, elephant slaughter in Africa, or dolphin slaughter in Japan and write a 5 paragraph informational piece as outlined below:  
**Research assignment**  
writing variables chart

KWL chart, including questions about your topic

Web, map, outline or some sort of pre-writing planning sheet

3 sources- be sure to cite them properly; see “Citing sources” practice

Rough draft that will be revised and edited

Final copy of 5 paragraphs including introduction, conclusion, 3 detailed paragraph such as habitat, food, etc. and at least one supporting visual (picture/video/chart/graph)  
Remember to practice note taking properly. No plagiarism.

**Research assignment Rubric:**  
/6 writing variables chart

/10 KWL chart

/10 map/outline

/10 rough draft

/1 Catchy title  
/6 Sources cited properly  
/5 Paragraph 1- general introduction, topic sentence, elaboration, closing sentence  
/5 Paragraph 2- topic sentence, at least 3 details, closing sentence  
/5 Paragraph 3- topic sentence, at least 3 details, closing sentence  
/5 Paragraph 4- topic sentence, at least 3 details, closing sentence  
/4 Paragraph 5- closing sentences and thoughts

/1 Used Transitional words at the beginning of each paragraph (except the first)  
/3 Visuals-relevant, clear  
/3 Conventions

**Total /74**